

Lexington School District Three Technology Strategic Plan 2012-2016

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“Preparing Students for the Future Now”

CONTENTS

District Demographics	4
Executive Summary	5
District Needs Assessment.....	7
Core Belief.....	8
Lex3 Strategic Vision	8
Lex3 Strategic Mission	9
Lex School District 3 Technology Milestones.....	10
Technology Dimension 1: Learners and Their Environment	
Goal	11
Snapshot of Current Technology Use.....	12
Operational Plan	
I. Objectives and Strategies	13
II. Action List	14
III. Implementation Action Steps	16
IV. Funding Considerations.....	17
V. Evaluation.....	18
Technology Dimension 2: Professional Capacity	
Goal	20
Snapshot of Current Technology Use.....	20
Operational Plan	
I. Objectives and Strategies	21
II. Action List	24
III. Implementation Action Steps	26
IV. Funding Considerations.....	27
V. Evaluation.....	28
Technology Dimension 3: Instructional Capacity	
Goal	31
Snapshot of Current Technology Use.....	31
Operational Plan	
I. Objectives and Strategies	32
II. Action List	33
III. Implementation Action Steps	34
IV. Funding Considerations.....	35
V. Evaluation.....	36
Technology Dimension 4: Community Connections	
Goal	38
Snapshot of Current Technology Use.....	38
Operational Plan	
I. Objectives and Strategies	39
II. Action List	40
III. Implementation Action Steps	41

IV. Funding Considerations.....	42
V. Evaluation.....	43
Technology Dimension 5: Support Capacity	
Goal	45
Snapshot of Current Technology Use.....	45
Operational Plan	
I. Objectives and Strategies	46
II. Action List	49
III. Implementation Action Steps	50
IV. Funding Considerations.....	51
V. Evaluation.....	52
Cumulative Targets and Benchmarks	55
Technology Budget.....	60
Acknowledgements.....	61
District Technology Plan Checklist	62
Bibliography	65

DISTRICT DEMOGRAPHICS

A large part of Batesburg-Leesville's unique quality of life is centered around its public school system. The citizens of Batesburg-Leesville enjoy an exceptionally close-knit relationship with the school district and are served by a local board of trustees, an administration and a dedicated faculty that are in touch with students and parents alike. The community has demonstrated on many occasions its willing support of Lexington County School District Three by approving bonds that have added both an elementary school as well as a new middle school on an adjacent property.

Demographics for Lexington School District Three consist of:

Site Name	Total Enrollment	Number Eligible for Free Lunch	Number Eligible for Reduced Lunch	% Free and Reduced Lunch	MSA Designation	USF Discount
Batesburg-Leesville Elementary School	449	270	34	67.7%	U	80
Batesburg-Leesville High School	556	285	34	57.3%	U	80
Batesburg-Leesville Middle School	427	259	30	67.6%	U	80
Batesburg-Leesville Primary School	484	320	34	73.1%	U	80
Lexington School District Three	1983	1160	193	66.4%	U	80

(*statistics are as of 3/22/2012, South Carolina Department of Education)
 (http://ed.sc.gov/data/erate/ 2010-2011 fiscal year data)

EXECUTIVE SUMMARY

Lexington School District Three acknowledges the fundamental importance and positive effects of technology in every facet of education. By applying and integrating technology into the day-to-day functions, we have set our course to prepare administrators, educators, and students for the 21st century. We will continue to:

- | Support effective instructional strategies for all students through technology integration
- | Develop technology literate students who will utilize technology in their personal, educational, and occupational lives
- | Provide teachers and administrators more effective tools of assessment of instruction and student progress in order to meet the needs of the students
- | Provide enhanced communications for students, teachers, and staff.

With our effort of communicating to the public the technology needs of the schools, we hope to improve funding of our initiative to connect all educators and students to the World Wide Web. By increasing the purchase of modern technologies for daily use, we will continue to improve the functionality of the administrative needs and enhance both the educators and learners ability to deliver and receive knowledge. The standardization of administrative and instructional hardware and software will provide consistency at all sites and more efficient and cost-effective support.

Technology continues to play an important role in modern industrial society, integrating technology into the schools will help prepare students to succeed in a rapidly changing world. Technology integration is also important because it supports the goals of public education. To ensure that technology is effectively integrated into the schools, educators and community members have collaborated to create a formal district technology plan.

This plan is developed for using technology to support education, which means more than just providing computers and software. To be successful, this technology plan exists to promote meaningful learning and collaboration, provide for the needed professional development and support, and the ability to adapt to change.

The document *Lexington School District Three Technology Plan 2012–16* provides the framework for monitoring and evaluating LCSD3's pathway to continuous progress and advancement through technology implementation. Included in this framework are specific guidelines to aid LCSD3 in the technology planning process. The plan is designed to allow the district not merely to satisfy but to exceed the requirements established by the Education Oversight Committee as well as those requirements set forth in the state strategic plan; the federal No Child Left Behind Act of 2001; and Proviso 1.40 of 2001, which is Proviso 1.29 in the 2003–04 General Appropriations Bill and is titled —SDE: Teacher Technology Proficiency|:

To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet [*sic*] access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

The *Lexington School District Three Technology Plan 2012–16* begins with an explanation of the planning processes used and the key stakeholders' roles and responsibilities in devising their subsection of the overall strategic plan. Throughout the document the plan is correlated with key state and federal legislation, including legislative acts such as the Education Accountability Act and the No Child Left Behind Act.

Lexington School District Three Technology Plan 2012–16 presents five core technology dimensions that must be addressed in order for us to begin improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, an action list, an evaluation plan, and benchmarks are given for each core technology dimension.

The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

Goal: The SDE, the school districts, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Technology Dimension 2: Professional Capacity

Goal: The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Technology Dimension 3: Instructional Capacity

Goal: The SDE, the school districts, and the schools will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections

Goal: The SDE, the school districts, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Technology Dimension 5: Support Capacity

Goal: Lexington School District Three, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Each of these goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided at the end of the five dimensions sections in the document is a cumulative list of benchmarks that are crafted to enable the technology planning committee to validate progress on an annual basis. Ensuring accountability, increasing access, and funding strategies are addressed after the operational plan. The final section provides a detailed framework for districts to use in writing their technology plans. Adherence to this framework will ensure that districts are in compliance with state and federal guidelines for creating local strategic technology plans.

DISTRICT NEEDS ASSESSMENT

Current Technology Needs

Consolidation of district-wide servers

Increase in Internet bandwidth (1 gig)

Refresh of current technology equipment (servers, desktops, notebooks, etc.)

Increase number of Smartboard and Promethean Board technology integration curriculum equipment

Transition district and school administration to PDA/cell phone communication equipment

Current Technology Inventory

Over 800 desktops district-wide

Over 500 notebooks district-wide

14 Promethean Boards and 11 Smartboards located at Batesburg-Leesville High School

33 Smartboards at located Batesburg-Leesville Primary School

6 Promethean Boards located at Batesburg-Leesville Middle School

13 Smartboards at located Batesburg-Leesville Middle School

Over 40 iPads district-wide

Current Technology Applications

Batesburg-Leesville High School applications include Testtaker, Infocentre, Nutrikids, Powerschool, NWEA Map Testing, Connect Ed, Schoolcheckin, Destiny, and Geometers Sketchpad.

Batesburg-Leesville Primary School applications consist of Testtaker, Infocentre, Nutrikids, Powerschool, Connect Ed, Schoolcheckin, NWEA Map Testing, Destiny, CPAA Children's Progress, Education City, Bookflix, Math Facts in a Flash, Successmaker, Waterford, and DT Trainer.

Batesburg-Leesville Middle School software consists of Accelerated Reader 6.36, Star 2.4, Apex, Thinkgate, NWEA Map Testing, Brain POP, SCIOS Online, Micro Type 4.0, and Mavis Beacon 1.

Batesburg-Leesville Elementary School software consists of Accelerated Reader 6.36, Star 2.4, Book Flix, Successmaker 1.71, NWEA Map Testing, Brain POP, and Orchard 3.7.

Current Technology Support Strategies

One technology support representative at each school

Two district computer technicians to support entire district

One district curriculum specialist

CORE BELIEF

Our Staff Believes:

- ◆ All individuals are unique and have intrinsic worth.
- ◆ The foundation for unlimited learning is critical reading and thinking.
- ◆ Education should be relevant and applicable to real life experiences.
- ◆ The educational and social atmosphere fosters an appreciation and support of students from all cultural backgrounds.
- ◆ Student motivation and learning are best achieved by offering all students maximum opportunities for success.
- ◆ Instructional practices should incorporate varied learning activities that take into account different learning styles and abilities.
- ◆ A safe, respectful, and disciplined environment is necessary for learning.
- ◆ Nurturing social responsibility is enhanced through positive relationships and mutual respect among students and staff.
- ◆ Parents/guardians, educators, students and community members must be active partners in a successful educational process.
- ◆ Staff development must be an ongoing process using research based practices.
- ◆ Superior staff support, staff development, physical facilities, and planning are essential in establishing academic excellence.

LEX3 STRATEGIC VISION

We envision a district in which:

- ◆ Individuals are accepted and valued as they are.
- ◆ A challenging curriculum supplemented by technology offered to all students emphasizes knowledge and skills that enable them to be successful at each grade level and across subject areas.
- ◆ Students take responsibility for their own learning and actions and apply what they have learned.
- ◆ Community, parents, and school staff work together.
- ◆ Staff development is a high priority to enable staff members to improve instruction.
- ◆ Facilities support educational programs.

LEX3 STRATEGIC MISSION

Mission

Working together as students, parents, guardians, faculties, staff, and members of the community, Lexington School District Three will establish and maintain a strong foundation for lifelong learning by nurturing, challenging, and guiding all students toward their maximum academic, career, technological, artistic, physical, social, and emotional potential in a respectful, safe environment.

LEX SCHOOL DISTRICT 3 TECHNOLOGY MILESTONES

- October 2003** Implemented Fiber Project 1 (12 strand fiber runs).
Elementary to Middle School
Primary to High School
- March 2004** Elementary to Middle School/Primary to High School completed.
- May 2004** Notified CIO to down PS and MS T1 FR circuits.
Started Fiber Project 2 (24 strand fiber runs/inner-duct).
- Feb 2005** District to Life Long Learning Center fiber run completed.
Middle School to Life Long Learning Center fiber run completed.
- May 2005** Notified CIO to down District Office and Life Long Learning Center circuits.
- August 2005** Life Long Learning Center to High School fiber run completed.
Fiber Project 2 completed. Infrastructure configured to combine entire district under one network.

Why was this project so important to the school district?

IP Telephony (Quality of Service) expansion to all district entities.

Greater stability of existing network infrastructure.

Centralized Network Management.

Future network growth.

Readiness for future plans concerning the State Department of Education.

Cost savings? Some examples?

District Circuits

Curriculum Upgrades – Plato, Success Maker, etc.

Servers – Migrating from 10 files servers to 3 file servers.

Switch District Centrex Lines to PRI:

Centrex Monthly (\$1027.16/45 lines = \$22.83 per line)

PRI Monthly (\$2.20 per line)

Cost Savings Monthly (\$20.63 X 24 lines = \$495.12)

LEARNERS AND THEIR ENVIRONMENT

GOAL

Lexington School District Three will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Three teachers will guide students in grades K-12 to apply developmentally appropriate technology standards to all curriculum areas to communicate effectively, achieve high academic standards, and successfully participate in a rapidly changing information-based society.

Continual professional growth in technology and implementation of the Teacher Technology Proficiency Proviso 1.40 will be ensured through training, motivation, and communication initiatives. Educators will apply and demonstrate the ability to apply effective researched based technology integration strategies that support South Carolina learning standards across the curriculum.

Lexington School District Three will provide students with the resources and instruction necessary to develop skills and competencies to use technology tools to communicate effectively, achieve high academic standards, and develop a level of technology literacy to participate actively in a swiftly changing information-based society.

Lexington School District Three will encourage parental and community involvement by providing the technology tools, resources, and training required to increase student achievement.

Lexington School District Three will ensure that connectivity in each school is adequate to support rapidly growing technology demands created by learning, communication, and administrative requirements, and will provide technical support personnel and funding to ensure that these goals are accomplished.

The plan for integrating technology into the school is based on the school or district's educational vision and is part of an overall school-improvement plan.

The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers.

Educators, parents, students, and community members support the school's initiatives in the use of technology.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Professional development and support for staff is provided on an ongoing basis.
The technology plan is periodically reviewed and updated.
Evaluation plans are in place to ensure the technology plan generates the desired outcomes.
To integrate technology into all aspects of instruction in the curriculum
To develop staff competency in technology
To enhance student achievement
To promote effective and efficient use of technology by students and staff

Technology resources are now widely available in the district and have followed the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). Increasingly the district is using portfolios and other performance-based methods to conduct needs assessments and to measure students' technological proficiency. The district continues to partner with private business and higher education to offer technology training and resources to educators and students.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES	STRATEGIES
<p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> A. Provide opportunities and resources to districts and schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<ul style="list-style-type: none"> A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies C. Appoint or hire district-wide school technology coaches or form district-wide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<ul style="list-style-type: none"> A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using

I. OBJECTIVES AND STRATEGIES

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OBJECTIVES	STRATEGIES
	<p>surveys and performance-based assessments</p> <p>C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration</p>
<p>1.4 Lexington School District Three will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society</p> <p>C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society</p>

II. ACTION LIST

- Lexington School District Three will coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards.
- Lexington School District Three will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- Lexington School District Three will develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- Lexington School District Three will establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- Lexington School District Three will ensure improved student achievement test scores in the core

II. ACTION LIST

content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey), and increased student access to technology outside the school environment.

- Students themselves will be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- Lexington School District Three will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents will complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- Lexington School District Three curriculum/technology teams will identify best practices of seamless technology integration that will be disseminated via on-line resources.
- Lexington School District Three will develop methods of recognizing student technology achievement, including the use of assistive technology.

III. IMPLEMENTATION ACTION STEPS

Lexington School District Three

- Assign school technology coaches or form district-wide technology integration specialist teams to offer guidance to schools
- Assign assistive technology coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

Lexington 3 Schools

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold —technology nights that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media

IV. FUNDING CONSIDERATIONS

Lexington School District Three

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

Lexington 3 Schools

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

V. EVALUATION								
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)					
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016	
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Technology surveys• Student portfolios• School technology and improvement plans	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Technology surveys• Student portfolios• Observations and interviews• Anecdotal records• Documented access to on-line resources						
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	<ul style="list-style-type: none">• District, school, and community surveys	<ul style="list-style-type: none">• Listing of recognition programs						

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of- Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.							
1.4 Lexington School District Three will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

Lexington School District Three will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Sustained professional development is the key to ensuring that the educators of Lexington School District Three are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. Lexington School District Three continues its commitment to professional development by supplying resources, training, and support to enable the state's educators to use technology effectively.

The district has a program in existence called "Intel Teach to the Future" with a course called "Interactive Thinking Tools and the Web". This program is taught by district staff and is designed to address the challenges PK-12 district teachers face with effectively applying computer technology to enhance student learning. The coursework will help teachers use a powerful teaching and learning web-based environment to engage their students in critically thinking about complex issues. Class sessions are hands-on and project centered. Key components include: teamwork, problem solving, research, communication, and productivity. Participants also learn to develop activities using web-supported tools and learn effective strategies for developing inquiry based, collaborative learning.

The course objectives link to the implementation of the South Carolina Information Literacy and Technology Education Integration Program. Also, this course is directly linked to the District Strategic Plan and the renewal plans of the schools in Lexington Three. One of the district's actions plans is to "prepare students, teachers, and administrators for the workplace by providing opportunities to learn and use technology for the 21st Century". Furthermore, the strategy states, "To insure that all teachers and administrators are able to use 21st Century technology in the classroom, they will be trained to implement the use of appropriate computer hardware and software. In addition, each teacher will maintain an up-to-date teacher website".

During the past three years, over 70 percent of Lexington District Three teachers have completed the Intel Teach to the Future. Future Essentials Course. Online needs assessment has shown that continued staff development in technology integration is required. The district strategic plan requires that staff development must be an all ongoing process using research-based practices. In addition, our district teachers are required to obtain technical training and demonstrate proficiency in the ISTE National Educational Technology Standards for Teachers. The Intel Teach to the Future program has allowed many in our district to achieve these standards. Our district feels that the introduction of the Intel Teach to the Future Workshops on Interactive Thinking Tools offer the perfect opportunity to expand upon those skills of our district teachers. These tools will allow anyone with access to the internet to create lessons that promote higher level thinking skills using tools that were developed around the latest cognitive research. Lexington School District Three greatly values this training as we move forward in our education of our children and in our community.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p>2.1 Lexington School District Three will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<p>A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards</p> <p>B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards</p> <p>C. Adopt a state educator professional development program to aid districts in satisfying the requirements of the teacher technology proficiency proviso</p> <p>D. Include in district technology plans a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency</p> <p>E. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)</p>
<p>2.2 Lexington School District Three will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school</p> <p>B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas</p>
<p>2.3 Lexington School District Three will collaborate in planning for professional</p>	<p>A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2)</p>

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p>development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building</p> <p>B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams</p> <p>C. Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs</p> <p>D. Include in district technology plans the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs</p>
<p>2.4 Lexington School District Three will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>	<p>A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs</p> <p>B. Provide a list of professional development opportunities on the SCTL (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com and publicize other recognized professional opportunities for educators</p> <p>C. Provide professional development opportunities focused on aligning state technology standards with state content standards</p> <p>D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum</p> <p>E. Increase the availability of technology professional development tools to teachers: access to laptop</p>

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	<p>computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the-art training centers in their particular geographic areas</p> <p>F. Develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use</p>
<p>2.5 Lexington School District Three will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state</p> <p>B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes</p> <p>C. Administer a statewide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered</p> <p>D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators</p> <p>E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms</p> <p>F. Develop an on-line professional development tracking system of teachers and administrators</p>

II. ACTION LIST

- Lexington School District Three will hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.
- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.
- The existing regional alliance structure that brings together service providers from the various groups should be strengthened. Each alliance should work to develop at least one technology initiative during each year that involves all members.
- Lexington School District Three will utilize the expertise of staff members and faculty in school districts and institutions of higher learning throughout the nation.
- A school technology coach should be hired or appointed in every school in every district.
- An assistive technology specialist and an assistive technology assessment team should be hired or appointed in every school district.
- Each school district should submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- Lexington School District Three will work with the Office of Curriculum and Standards to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.
- Lexington School District Three administrators will submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.
- Lexington School District Three will create and promote, through its Regional Technology Centers and through the SCTLTC Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole. Usage reports should indicate that the SCTLTC —Training tab is being widely used by educators.
- Lexington School District Three will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- Lexington School District Three will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- Lexington School District Three will provide training for teachers in using assistive technology tools.
- Lexington School District Three will provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
- Lexington School District Three will provide training in accessibility issues involving applicable state and federal legislation.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- Lexington School District Three will collect, maintain, and report documentation of teacher

II. ACTION LIST

technology portfolio data.

- Lexington School District Three will develop or adopt on-line assessment instruments and make them available to all school districts in the state to determine teachers' level of technology proficiency.
- District-developed tracking tools (electronic or Web-based surveys) of district professional activities should be completed each year in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.
- Lexington School District Three will continue to play a leadership role in working with the legislature and other entities in securing funding and training for technology, including assistive technology, initiatives.

III. IMPLEMENTATION ACTION STEPS

Lexington School District Three

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

Lexington 3 Schools

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS**Lexington School District Three**

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

Lexington 3 Schools

- Committee development of district and school technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
2.1 LCSD3 will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Teacher technology proficiency proviso forms• Professional development surveys• Teacher and administrator portfolios	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Professional development tracking and surveys• Teacher technology proficiency proviso forms• Teacher and administrator portfolios• Observations and interviews					
2.2 LCSD3 will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	<ul style="list-style-type: none">• School technology and improvement plans• SCTLC —Training tab• Technology assessments	<ul style="list-style-type: none">• Anecdotal records• Documented access to on-line resources• SCTLC —Training tab• Technology assessments					

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
2.3 LCSD3 will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.							
2.4 LCSD3 will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
2.5 LCSD3 will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

Lexington School District Three will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Three's current instructional capacity includes:

Internet to the entire school district.

District-wide wireless access.

Layer 3 1000mb switches at all schools.

Lab computers at school sites with network printers.

District-wide accessibility of network software at 1000md connection includes:

Success Maker

Accelerated Reader

NovaNet (online instructional software)

Waterford

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p>3.1 LCSD3 will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</p> <p>B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p>
<p>3.2 The district and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals</p>
<p>3.3 The district and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning</p>
<p>3.4 The district will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<p>A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p>

II. ACTION LIST

- The district conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- The district will conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- Lexington School District Three will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- Lexington School District Three will pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

III. IMPLEMENTATION ACTION STEPS

Lexington School District Three

- Conduct technology curriculum planning meetings
- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

Lexington 3 Schools

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Ensure that teachers and administrators begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

IV. FUNDING CONSIDERATIONS

Lexington School District Three

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Portfolio creation
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

Lexington 3 Schools

- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Professional development

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
3.1 LCSD3 will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	<ul style="list-style-type: none">• Statewide achievement test scores• Technology readiness and access surveys• District report cards• Teacher technology proficiency proviso forms• Teacher and administrator portfolios	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Technology readiness and access surveys• Teacher technology proficiency proviso forms• Teacher and administrator portfolios• Observations and interviews					
3.2 LCSD3 will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	<ul style="list-style-type: none">• School technology and improvement plans• Technology assessments• Documentation of offerings provided via innovative delivery methods	<ul style="list-style-type: none">• Anecdotal records• Documented access to on-line resources• Technology assessments• Documentation of offerings provided via innovative delivery methods					

<p>3.3 LCSD3 will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>							
<p>3.4 LCSD3 will provide and support a variety of multimedia equipment and software for teaching and learning.</p>							

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS

GOAL

Lexington School District Three will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Presently, Lexington School District Three schools play a huge role in community involvement and partnerships in the technology area by:

NovaNet which offers online delivery of curriculum to the student via the web.

School Fusion which offers lesson plans delivered to the student via the web from home.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p>4.1 Lexington School District Three will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education
<p>4.2 Lexington School District Three will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>	<ul style="list-style-type: none"> A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Compile a database of institutions willing to partner with high-need school districts by creating a message board on the South Carolina: Teaching, Learning, Connecting (SCTL) Web portal (http://www.sctlc.com) where potential partners can communicate with one another and generate ideas C. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs
<p>4.3 Lexington School District Three will provide after-hours training and community access to labs, media centers, and classrooms.</p>	<ul style="list-style-type: none"> A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members B. Create opportunities for access to facilities for

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
	after-hours assistive technology training for students, parents, teachers, and community members
4.4 Lexington School District Three will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	Host an electronic list through the SCTL Web portal for school districts and community entities interested in collaborative initiatives

II. ACTION LIST

- Lexington School District Three will initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- The district and schools will develop a rubric to measure the success of their community partnerships.
- Lexington School District Three schools will publish school lab schedules showing after-hours technology access and training.
- Lexington School District Three will maintain logs of professional development, community offerings, and internship opportunities in technology.
- Lexington School District Three will maintain logs of partnerships and their role in helping research and evaluate technology projects.
- Lexington School District Three will publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- Lexington School District Three will provide a list of community partnerships.
- District surveys will provide increased access and use of school facilities for after-hours technology training.
- The district will provide flexible technology training schedules to the schools.
- The district will provide information about assistive technology training opportunities on the district website.
- The district will utilize the district website to maintain a list of volunteers for possible technology partnerships to benefit the schools.

III. IMPLEMENTATION ACTION STEPS

Lexington School District Three

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

Lexington 3 Schools

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

IV. FUNDING CONSIDERATIONS**Lexington School District Three**

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

Lexington 3 Schools

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
4.1 LCSD3 will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	<ul style="list-style-type: none">• Statewide achievement test scores• Community technology access surveys• Lab, media center, and classroom schedules• SDE Technology Counts survey• School technology plans• Documentation of offerings provided via innovative delivery methods	<ul style="list-style-type: none">• Statewide achievement test scores• Community technology access surveys• Lab, media center, and classroom schedules• SDE Technology Counts survey• School technology plans• Observations and interviews• District and school Web site information					
4.2 LCSD3 will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.		<ul style="list-style-type: none">• Documentation of offerings provided via innovative delivery methods• Districts and school list of grants and community partnerships					

COMMUNITY CONNECTIONS

<p>4.3 LCSD3 will provide after-hours training and community access to labs, media centers, and classrooms.</p>							
<p>4.4 LCSD3 will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>							

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

Lexington School District Three will expand and support technology resources to assist educators and learners in meeting the state academic standards.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Three recognizes the vital role of technology support to provide the foundation for teaching, learning, communication, and administration in the schools. The district's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. District goals have been met in critical areas such as the number of servers per school and the number of schools connected to a wide-area network (WAN). The district is overall high-tech in rating for the number of computers in its schools. Connectivity has been a priority—recently completing a district-wide fiber project to connect all district schools. In addition to the district fiber backbone, factors of paramount importance are hardware and software, exemplary technical support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as the district local funds and technology grants have helped schools make building, network, and technical upgrades/repairs.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
<p>5.1 Lexington School District Three will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p>	<ul style="list-style-type: none"> A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources D. Develop the district strategic plan with input from all segments of the school community— students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds
<p>5.2 Lexington School District Three will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p>	<ul style="list-style-type: none"> A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	<p>including data projectors to support large-group instruction</p> <p>D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules</p> <p>E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks</p> <p>F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks</p> <p>G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance</p> <p>H. Implement a district network management tool that performs automated software installation</p>
<p>5.3 Lexington School District Three will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>	<p>A. Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician</p> <p>B. Provide state-level network support for district engineers</p> <p>C. Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district</p>
<p>5.4 Lexington School District Three will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<p>A. Ensure that disaster recovery plans are included in the district technology plan</p> <p>B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p>

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Three will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.5 Lexington School District Three will implement an obsolescence and upgrade plan to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan
5.6 Lexington School District Three will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.	Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum

II. ACTION LIST

- Lexington School District Three will have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- Lexington School District Three will maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- Lexington School District Three will include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- Lexington School District Three will publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.
- Lexington School District Three will maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- The district technology plan will include a strategic vision for building a multimedia infrastructure to support instruction.
- The district technology plan will include a disaster recovery plan.
- The district technology plan will include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies will be outlined in district technology plan that will include security accountability, virus protection, and Internet filtering guidelines.
- The district technology plan will provide for outlets and amperage and for meeting industry standards and building codes.
- The district will use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- The district will have records to show that they have assessed their current LAN/WAN technology.
- The district technology director will provide the district office with quarterly reports of statistics on bandwidth utilization.
- The district will use the SDE Technology Counts on-line survey to report on their use of network management tools.
- The district will provide UPS (uninterruptible power supply) systems for all critical equipment.
- The district will use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- The district will have a director of technology in place.
- The district will establish network security support within the Office of Technology.
- The district staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.

II. ACTION LIST

- The district will designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

Lexington School District Three

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a vision for a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs

Lexington 3 Schools

- Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Provide adequate electrical distribution systems

IV. FUNDING CONSIDERATIONS

Lexington School District Three

- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology Director, 2 – Computer Technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

Lexington 3 Schools

- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Support planning
- Technology needs assessments and surveys

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
5.1 LCSD3 will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	<ul style="list-style-type: none">Statewide achievement test scoresDistrict report cardsProfessional development tracking and surveysDistrict, school, and community surveys	<ul style="list-style-type: none">Statewide achievement test scoresDistrict report cardsProfessional development tracking and surveysObservations and interviewsDocumented access to technology resources					
5.2 LCSD3 will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning .	<ul style="list-style-type: none">School technology and improvement plansDocumented access to technology resourcesTechnology needs assessmentsSDE Technology Counts on-	<ul style="list-style-type: none">District, school, and community surveysSchool technology and improvement plansDocumented access to technology resourcesTechnology needs assessmentsSDE Technology Counts on-line surveyBudget data					

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
5.3 LCSD3 will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.	line survey • Budget data • State personnel reports	• State personnel reports					
5.4 LCSD3 will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.							
5.5 LCSD3 will implement an obsolescence and upgrade plan to replace and recycle equipment and software.							

V. EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of- Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
5.6 LCSD3 will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.							

CUMULATIVE TARGETS AND BENCHMARKS

Note: These targets and benchmarks will be monitored and adjusted annually in the report to the people of South Carolina.

2012–13

Learners and Their Environment

- Thirty percent of the Lexington Three's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Thirty percent of Lexington Three's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Sixty percent of Lexington Three's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Sixty percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Twenty percent of Lexington Three's schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Ten percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Ten percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Thirty percent of Lexington Three's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Thirty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- Forty percent of district's schools will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Thirty percent of the district's schools will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- Sixty percent of Lexington Three will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Fifty percent Lexington Three will provide and document professional development training in how to access and use available community resources. Results will be reported on the SDE on-line professional development tracking system.

- Twenty percent of Lexington Three will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Sixty percent of Lexington Three will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2013–14

Learners and Their Environment

- Forty percent of Lexington Three's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Forty percent of Lexington Three's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Seventy percent of Lexington Three's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Seventy percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Lexington Three will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Lexington Three will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Lexington Three schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Forty percent of Lexington Three teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Forty percent of Lexington Three students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- Lexington Three schools will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Lexington Three schools will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- Lexington Three schools will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.

- Lexington Three schools will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Lexington Three schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Lexington Three schools will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2014–15

Learners and Their Environment

- Lexington Three students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Lexington Three students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Eighty percent of Lexington Three teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Forty percent of Lexington Three schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Thirty percent of Lexington Three schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Thirty percent of Lexington Three schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Fifty percent of Lexington Three teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Fifty percent of district students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- Sixty percent of Lexington Three schools will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Sixty percent of Lexington Three schools will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.

- Eighty percent of Lexington Three schools will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Seventy percent of Lexington Three schools will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Forty percent of Lexington Three schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Eighty percent of Lexington Three schools will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2015–16

Learners and Their Environment

- Seventy-five percent of Lexington Three schools will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Seventy-five percent of Lexington Three students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Ninety-five percent of Lexington Three teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Ninety-five percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Fifty percent of Lexington Three schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Forty percent of Lexington Three schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Forty percent of Lexington Three schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Sixty percent of Lexington Three schools will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of Lexington Three schools will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- Seventy-five percent of Lexington Three schools will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related

fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

- Seventy-five percent of Lexington Three schools will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Ninety percent of Lexington Three schools will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Eighty percent of Lexington Three schools will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Fifty percent of Lexington Three schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Ninety percent of Lexington Three schools will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

Technology Budget 2012-2013 (projected 2012-2013, same as 2009 year)

FY 2009-2010

LEXINGTON COUNTY SCHOOL DIST THREE BUDGET REPORT BY FUNCTION CURRENT PERIOD: 02/01/2010 TO 02/28/2010

IDEAL REMAINING PERCENT: 33 %

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
SUPERV.OF SPEC.PROJECTS						
100-223-323-0000-10 REPAIRS & MAINTENANCE	7,750.00	1,552.50	1,552.50	0.00	6,197.50	80
100-223-325-0000-10 LEASES - COMPUTERS & SERVERS	143,767.00	0.00	122,993.32	0.00	20,773.68	14
100-223-332-0000-10 TRAVEL	1,530.00	424.46	1,012.17	0.00	517.83	34
100-223-345-0000-10 TECHNOLOGY	97,700.00	0.00	64,088.95	0.00	33,611.05	34
100-223-360-0000-10 PRINTING	510.00	0.00	0.00	0.00	510.00	100
100-223-410-0000-10 SUPPLIES-OFFICE	425.00	0.00	0.00	0.00	425.00	100
100-223-440-0000-10 PERIODICALS	51.00	0.00	0.00	0.00	51.00	100
100-223-445-0000-10 TECH & SOFTWARE SUPPLIES	20,000.00	2,330.65	14,585.26	0.00	5,414.74	27
100-223-545-0000-10 TECH & SOFTWARE EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	100
223 SUPERV.OF SPEC.PROJECTS	276,733.00	4,307.61	204,232.20	0.00	72,500.80	26
	276,733.00	4,307.61	204,232.20	0.00	72,500.80	26

Acknowledgements

Dr. Chester Floyd

Superintendent

Mike Powell

Director of Technology

Steve Jones

Computer Technician

Mike Houser

Computer Technician

Pat Padgett

School Administrator

Amy Bedenbaugh

Media Specialist

Lu Bickley

Media Specialist

Judy Derrick

Media Specialist

Anne Stone

Media Specialist

Ginger Harmon

Powerschool Coordinator

Dot Minick

Powerschool Coordinator

Patti Womack

Powerschool Coordinator

Barbara Williams

Powerschool Coordinator

DISTRICT TECHNOLOGY PLAN CHECKLIST

Please complete the shaded box on page 3 of this checklist form and return *all three sheets* as the *cover* pages of the completed technology plan.

☐ **Cover Page**

This page must contain the following:

- district name,
- name and signature of district superintendent,
- name and signature of technology coordinator,
- mailing address, phone and fax numbers, and e-mail address of district technology coordinator,
- district home page URL, and
- effective dates covered by the plan or the year covered by the annual update.

☐ **District Profile**

This section must include the following:

- number of schools in the district,
- number of students enrolled in district schools,
- percentage of students eligible for free and reduced lunches,
- number of English as a Second Language (ESL) students,
- number of dropouts,
- graduation rate, and
- district E-rate discount.

☐ **Executive Summary**

This section must be a concise description of the entire technology plan.

☐ **District Needs Assessment**

This section must describe the district's current technology needs, current technology inventory, and current technology support strategies. All goals should specifically address your district's needs.

☐ **District Vision and Mission Statements**

These overarching statements should address the district's needs, including assistive technology needs, and should be aligned with the 2003–08 state technology plan as well as the No Child Left Behind legislation.

☐ **Plans for the Five Individual Technology Dimensions**

The narrative of the district's plans for the individual Technology Dimensions *must* be organized on the basis of the following five sections, which *must be labeled and ordered as shown here*:

- ☐ **Technology Dimension 1: Learners and Their Environment**
- ☐ **Technology Dimension 2: Professional Capacity**
- ☐ **Technology Dimension 3: Instructional Capacity**
- ☐ **Technology Dimension 4: Community Connections**
- ☐ **Technology Dimension 5: Support Capacity**

In each of the above sections, the narrative for the technology dimension *must* be organized on the basis of the following seven sections, which *must be titled and lettered as shown here*:

- A. Snapshot of Current Technology Use in District**
- B. Overall Goal for This Dimension**

C. Objectives, Strategies, and Action List to Reach Goal**D. Implementation Action Steps for Districts and Schools****E. Funding Considerations for District and Schools****F. Evaluation of Objectives** (including baseline data sources and ongoing data sources)**G. Current Best Practices in District** (if applicable)☐ **Cumulative Benchmarks**

This section must contain a list of benchmarks expected to be met during the year. Include a timeline and method for assessing benchmarks periodically.

☐ **Acknowledgements**

This section must contain a list stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

☐ **Bibliography**

This section should provide full publication information and specific page references for all secondary sources utilized.

☐ **Required Appendixes**☐ **Appendix 1: No Child Left Behind Action Plan**

Provide narratives for each of the twelve items in part C of the —Guidelines for District Technology Plans section of the *South Carolina State Technology Plan 2003–08*.

☐ **Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan**

Guidelines for district professional development plans can be found at <http://www.myschools.com/offices/technology/announce/proviso140.htm>.

☐ **Appendix 3: Acceptable Use Policy**☐ **Appendix 4: How E-Rate Areas Have Been Addressed**

See part B of the —Guidelines for District Technology Plans section of the *South Carolina State Technology Plan 2003–08* for the five E- rate areas.

☐ **Appendix 5: Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes**☐ **Other Vital Appendixes**

*I verify that all above components for the [name of district] _____
technology plan have been addressed.* Please print.

Technology coordinator's name: _____
Please print.

Technology coordinator's signature: _____
Date signed

Superintendent's name: _____
Please print.

Superintendent's signature: _____
Date signed

BIBLIOGRAPHY

- LEX3.2004. Lexington School District Three Strategic Plan. Batesburg-Leesville: South Carolina School District. Available online at <http://lex3.groupfusion.net/>.
- SDE. 1995. *South Carolina Educational Technology Plan*. Columbia: State Department of Education.
- . 1998. *Connecting Learners: The South Carolina Educational Technology Plan*. Columbia: South Carolina Department of Education. Available on-line at <http://www.myscschools.com/tracks/ducators/techplan/>.
- . 2001. *South Carolina K–12 School Technology Progress Report for FY 2001*. Columbia: State Department of Education. Available on-line at <http://www.myscschools.com/offices/technology/k12init/k12report2001.pdf>.
- . 2002. —Schools Receive Higher Absolute Ratings on Report Cards; 80% Average or Better. South Carolina school report card news release. Available on-line at <http://www.myscschools.com/news/more.cfm?articleID=264>.